

form Houghton Mifflin Company, *Initiations to Literature* has much in the area of non-fiction as well as fiction. The Houghton Mifflin Company does an excellent job of aligning with Michigan's Language Arts curriculum. The objectives are even referenced to this curriculum. **Invitations to Literature** also stress the interdisciplinary connects of materials. After writing a story about endangered animals, it suggests writing a letter to a congressman to help these animals for example.

Apart from the curriculum areas in reading, we also use TouchPhonics, Structured Linguistics and Accelerated Reader to help us work with children in this area. A reward system is set up with the Accelerated Reader Program. Children use the points they earn to purchase prizes in the store.

Reading strategies are emphasized throughout the tutoring process. We teach KWL, QSP3R, using key words, context clues, etc.

Staff

The staff for this program are certified elementary teachers who have a specialty area either in the area of math or reading. In addition, each of these instructors has a number of years experience. They have attended much additional training in their area of expertise so they can stay current with the latest research.

The reading instructor will continue to participate in ongoing training. She will attend the MRA conference in the spring and will attend all Title I program offerings in the reading area that are offered in our region.

The instructor who specializes in the area of math will attend the state math conference and any other math inservices or workshops that occur in our region. In addition, she will participate in an updated training in Chicago Math that occurs in this region.

If additional hiring is required, we will follow the same guidelines as for the original hiring. Staff will be required to have an elementary certification with emphasis in either the area of reading or math. Preference would be given to applicants who had experience with the balanced literacy approach in language arts and Chicago Mathematic philosophy.

Program Effectiveness

READING

We use many tools to help us teach reading in our after school program. As stated previously, Accelerated Reader is used, the Houghton Mifflin series, *Invitations to Literacy* is used, trade books are used, both for Accelerated Reader and to generate high interest in reading, and Structured Linguistics and TouchPhonics are used. All of these are solidly grounded in research that shows them to be highly effective.

Accelerated Reader meets the No Child Left Behind Act's definition of scientifically researched based program. It works with each child at its level and provides immediate feedback to the child regarding how it is doing. It allows teachers to know where each of their children is in the area of reading so they can better plan instruction. The trade books that are used are of high quality; many have received the Newbery Award or Newbery Honor Award. A list of studies is attached to this narrative.

Invitations to Literacy, the Houghton Mifflin series that we use is closely correlated to the Michigan Language Arts Standards. It stressed the connection between the reading and writing processes. Writing assignments correlate to the reading, which correlate to the spelling as so forth. It uses the proven method of shared reading, guided reading and independent reading. It scaffolds questions and uses questions at all level of Bloom's taxonomy with each story presented. There is a nice balance of fiction and non-fiction stories at each grade level.

Structured Linguistics and TouchPhonics take advantage of what research tells us about presenting material in as many modalities as possible and about what we know of learning styles. Research has shown repeatedly that a percentage of our children are kinesthetic learners. These learn best when material is presented in a manner that involves body movement and the movement will also help these children with retentions of information. These two programs make use of this fact by presenting phonics, which is an essential part of the reading process, in a kinesthetic manner as well as auditory and visual way.

The tradebooks that are used are of high quality and high interest to the children. The books from Saddleback Publishing that were mentioned earlier are books dealing with many athletic activities such as skateboarding and snowboarding. These are of extreme interest to some of the children who are reluctant to read. They are motivated to read these books and as study after study has shown, the more that a child reads, the better reader he will become. Nothing helps children as much as practice at reading. We also use library books, many of which are award winners.

MATHEMATICS

Chicago Math is a program that uses what the children know to build their knowledge of mathematics. There is a strong home link in the early grades, it stresses hands on, real world learning and provides for on going professional development for teachers. Chicago Math correlates closely to both the national curriculum standards and to the Michigan Curriculum Benchmarks. Chicago Math is built on five principals. These are: 1. Children construct mathematical understandings from their own experiences. 2. Children come to school with intuitive mathematical knowledge. Educators' jobs are to build on this intuitive knowledge and lead them to the abstractions and symbol processing skills needed in mathematics. 3. Excellent mathematical instruction is important. 4. The curriculum in math must be manageable and practical for teachers to use in

the classroom. 5. The curriculum includes practical routines that help build arithmetic skills and quick responses.

Chicago Math uses many tools to accomplish its objectives in the mathematical curriculum. In grades K – 3 there is a HOMELINK component, MINUTE MATH activities, STUDENT ACTIVITY AIDS and DAILY LESSONS. The homelinks connect the parent to what the student is learning in school. The student activity aids are games the children learn that reinforce the concepts they are learning. The daily lessons teach the mathematical strands, using real world examples whenever possible. Finally, the minute math activities are quick and easy ways to reinforce the daily activities.

In grades 4-6 the Chicago Math curriculum builds on the K-3 materials in an active approach to learning. Children use real world, hands on learning whenever possible to learn and reinforce mathematical concepts.

Finally, research has repeatedly shown that tutoring with a trained individual is one of the most effective ways to help students who are at risk. The students form a bond with a person who is dedicated to and values learning.

Evaluation/Monitoring

Monitor for Effectiveness

Monitoring the effectiveness of our tutoring program will be done in several ways. First, we will collect baseline data on every student in their identified area of need. In reading we will use the Star Testing and running records as measures. In math, we will use the Chicago Math assessments. These formal assessments will be used every nine weeks so we can collect official data for comparison.

In addition, we will monitor effectiveness of the program through informal observation and through classroom teacher and parent feedback. Student's attitudes and perceptions toward their own progress will also be considered.

Finally, we will do long term monitoring through the use of the MEAP testing results. For example, if we are working with students who did not pass the fourth grade MEAP, we will monitor how they do when they take the seventh grade MEAP (if it is the same type of test.)

Monitor student progress

Students progress will be monitored in a number of ways. First, the tutors will use their expertise in the subject matter to make informal assessments during each sessions.

In the area of reading, running records will be taken at least once every month. These will be used to check fluency and for miscue analysis. Comprehension will be checked through informal questioning and through the use of the